Aksana Samoylov

CBSE 7201T

Fall 2016

Instructor: Dr. Sharon A. O’Connor-Petruso

**Assignment #5**

**Annotated Bibliography**

Falth, L., Gustafson, S., Tjus, T., Heimann, M., &Svensson, I. (2013). Computer-assisted

interventions targeting reading skills of children with reading disabilities: A longitudinal study.

*Dyslexia*, *19*(1), 37-53.

In this paper, the authors presented a study, the purpose of which was to examine the effects of three computerized interventions on the reading skills of children with reading disabilities in grade 2. This longitudinal intervention study included five test sessions over 1 year. Two test points occur before the intervention, and three afterwards. The last follow-up was conducted 1 year after the first measurement. One hundred thirty children in grade 2 participated in the study. Three groups of children with reading difficulties received computerized training programs: one aimed at improving word decoding skills and phonological abilities, the second focused on word and sentence levels and the third was a combination of these two training programs. A fourth group received ordinary special instruction. In addition, there was one comparison group with age-matched typical readers.

Based on the results, all groups that took part in the study improved their reading skills. The group that received combined training showed greater improvement than the one with ordinary special instruction and the group of typical readers at two follow-ups. The longitudinal results indicated additional positive results for the group that received the combined training, the majority of students from that group being no longer judged to be needing special education 1 year after the intervention.

Gibson, L., Cartledge, G., & Keyes, S. E. (2011). A preliminary investigation of supplemental

computer-assisted reading instruction on the oral reading fluency and comprehension of first-

grade African American urban students. *Journal of Behavioral Education*, *20*(4), 260-282.

According to the authors, this investigation examined the effects of a computerized supplemental reading program on the oral reading fluency, reading growth rates, and comprehension of 8 African American first graders. Participants were selected for this study according to scores within risk categories on the Dynamic Indicators ofBasic Early Literacy Skills (DIBELS) oral reading fluency (ORF) winter benchmark, indicating the potential for reading failure. Participants engaged in a supplemental, computer-based reading program designed to improve reading fluencyand comprehension. Treatment sessions were conducted 3–4 times per week, for 14–16 weeks. Following the treatment, each participant received the spring benchmark as a post-test measure.

The results [that were based on a pre-intervention/post-interventionanalysis] showed that all of the participants increased their reading fluency, 5 of the 8 participants reduced their risk status, and 7 of the 8 students increased their reading rate. All of the students improved their comprehension scores. The results supported supplementary interventions and computer-based reading programs.

Hawkins, R. O., Marsicano, R., Schmitt, A. J., McCallum, E., &Musti-Rao, S. (2015).

Comparing the efficiency of repeated reading and listening-while-reading to improve fluency

and comprehension. *Education and Treatment of Children*, *38*(1), 49-70.

In this study, the alternating treatments design was used to compare the effects of two reading fluency interventions on the oral reading fluency and accuracy of four fourth-grade students. Also, by taking into account time spent in intervention, the efficiency of the two interventions was compared. In the adult-mediated repeated reading (RR) condition, students read a grade-level passage aloud to an adult. The adult provided the students with error correction of oral reading miscues. In the listening-while-reading (LWR) condition, students read along aloud with audio recorded readings of passages using an MP3 player. The RR and LWR conditions had similar effects on reading fluency for three participants and the RR was more effective for one participant.

When accounting for instructional time, the LWR condition was more efficient at improving reading fluency for three of the four participants. The same pattern of results was evident in Maze comprehension data.

Webb, S., & Chang, A. C. (2012). Vocabulary learning through assisted and unassisted repeated

reading. *Canadian Modern Language Review*, *68*(3), 267-290.

In their research, Webb and Chang investigated “the effects of unassisted and assisted repeated reading has primarily focused on how each approach may contribute to improvement in reading comprehension and fluency” (2012, p. 267). This study investigated the effects of assisted and unassisted repeated reading on incidental vocabulary learning with beginner readers over two seven-week periods. A total of 82 students who were 15–16 years old and studying English as a foreign language in Taiwan read or read and listened to 28 short texts several times. To measure the effects of each condition, a modified vocabulary-knowledge scale was used in a pretest and post-test design.

The results of the study indicated that both types of repeated reading contributed to vocabulary learning with assisted repeated reading leading to significantly greater vocabulary knowledge. The implications for the development of reading skills and vocabulary size were discussed by the authors in details.

Laitusis, C. C. (2010). Examining the impact of audio presentation on tests of reading

comprehension. *Applied Measurement in Education*, *23*(2), 153-167.

This study examined the impact of a read-aloud accommodation on standardized test scores of reading comprehension at grades 4 and 8. Under a repeated measures design, students with and without reading-based learning disabilities took both a standard administration and a read-aloud administration of a reading comprehension test. Results show that the mean score on the audio version was higher than scores on the standard version for both groups of students at both grade levels. Students with reading-based learning disabilities at both levels benefited differentially more than students with no disability. This finding continues to hold after controlling for reading fluency and ceiling effects at both grades.

The results also examined the relationship between test scores and teachers’ ratings of reading comprehension to determine which measures are the better predictors of teachers’ ratings of reading comprehension by grade and disability classification.

References:

Falth, L., Gustafson, S., Tjus, T., Heimann, M., &Svensson, I. (2013). Computer-assisted

interventions targeting reading skills of children with reading disabilities: A longitudinal study.

*Dyslexia*, *19*(1), 37-53.

Gibson, L., Cartledge, G., & Keyes, S. E. (2011). A preliminary investigation of supplemental

computer-assisted reading instruction on the oral reading fluency and comprehension of first-

grade African American urban students. *Journal of Behavioral Education*, *20*(4), 260-282.

Hawkins, R. O., Marsicano, R., Schmitt, A. J., McCallum, E., &Musti-Rao, S. (2015).

Comparing the efficiency of repeated reading and listening-while-reading to improve fluency

and comprehension. *Education and Treatment of Children*, *38*(1), 49-70.

Laitusis, C. C. (2010). Examining the impact of audio presentation on tests of reading

comprehension. *Applied Measurement in Education*, *23*(2), 153-167.

Webb, S., & Chang, A. C. (2012). Vocabulary learning through assisted and unassisted repeated

reading. *Canadian Modern Language Review*, *68*(3), 267-290.